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College, to the great authors of the various canons of Greek literature.

The interest in the Greek courses of the present year has not been limited to the class-room; several mature students, among them a man of fifty-seven years, came to me at the beginning of the term and asked that I should form another class in Greek for their benefit. I gladly complied and formed a new class of beginners to meet once a week for a conference, while they study during the week the three lessons assigned to the regular beginning Greek class. With these mature students, the inductive method of reading has been tried with some success; once a week they read easy stories; each new point is explained as it appears, while the students take note and thus make their own Greek Grammar in miniature. At the same time they are actually reading Greek. Such students seek after each point with avidity, and their eager questions are a source of delight to the teacher.

In all this teaching every part of Greek life and culture is considered, as time will permit. New books are added almost each week to a formerly meager Greek library. Lately we have become interested in Gardiner's Greek Athletic Sports and Festivals, the most recent acquisition. These books are added to meet the various interests of the students, as suggested by them. We have also introduced the students and the community to the leading journals of philology and archaeology. Two copies of *Art and Archaeology* placed each month in the library are eagerly sought. A recent number of the *Geographical Magazine* with its beautiful engravings of scenes in the Greece of to-day has gained friends for Greek, and many seekers after more light. One student learned that the modern Greek word for water in general use was not *hudor*, but *neron*, and this led me to brush up my Modern Greek and attempt to show in a general way differences between the Greek of Xenophon and the Greek of Venezelos; this has led naturally to discussions of the War in Europe and the position of Greece in that unspeakable conflict, and then to researches in Modern Greek history. We are trying to induce the only real live Hellene in the borough to come to the College and give us an informal talk on the Greece of his boyhood days. One of my students in Sophomore Greek makes repeated visits to the shop of this Greek and is undoubtedly imbibing a first-hand knowledge of the vernacular. Two other young men in the same class have become interested in the Greek of the New Testament and we now meet once a week, purely voluntarily, for an hour of study in the Acts of the Apostles in the original Greek. These young men are looking forward to the ministry as a profession, and I believe that their enthusiasm for St. Luke's good Greek has not been misplaced. The Third Year Greek class, after a hard term in reading the choicest books of the *Iliad*, had fully intended dropping the subject altogether, as they had finished enough to fulfil the requirements of two years of a

classical language, but to the surprise of the instructor they asked him if he considered them worthy to continue and to attempt the Prometheus of Aeschylus. Needless to say their desire was heartily reciprocated. They are now deep in the intricacies of the exalted Greek of the priest of tragedians, and are sympathising almost too much with the throes of the suffering Titan.

I believe confidently that Greek can be saved thus in any College in our land. They who have the torch must try to pass it on to others. That torch is not merely a thoroughly scientific knowledge of the language, important as that is; that torch must be a faith abiding, a hope cherished, and a love undying. Forcing Greek upon the student will only kill it. The student of to-day must be shown why, and the parents of our College students of to-day are also always ready with the query Why? Our reply to this query will depend largely and almost entirely upon our belief in a good thing. If they see us, the Greeks, going over to those charming courses styled Greek literature in English, they will soon lose faith in us, seeing that we have apparently lost faith in ourselves, and in our chosen calling.

It is the literature that we must save, but in the Greek tongue itself. The world needs it; it is the basis of true culture. Those who wisely decry the crowding out of our finer ideals by means of early and easy short-cuts to knowledge sufficient for a business career can find in Greek a powerful weapon of defence. Against the sweep of commercialism, we of the Greek guild must take our united stand. Let us still have the courage to hold our heads high and fight for our ideals.

Fellow Greeks, shall we save Greek in our Colleges and Universities, or shall we not? Grasp the torch just as it swings from the weary hand. Carry it with speed tempered with skill, with love and with devotion. Truly the cause is deserving; the call is one of necessity; the runners in the race are few, but they are very able. And they are endued with special gifts which come only to those who have lived with the great minds of antiquity. The battle is not to the strong: it never has been; the race is not to the swift: it never has been; they only win who love.

WAYNESBURG COLLEGE,  
Waynesburg, Pa. HERBERT PIERREPONT HOUGHTON.

## REVIEWS

The Dated Alexander Coinage of Sidon and Ake. By Edward T. Newell. Yale Oriental Series. Volume II. New Haven: Yale University Press (1916). Pp. 72, with 10 collotype plates. \$2.50 net.

Mr. Newell's latest contribution to the branch of Greek numismatics which he has made especially his own ranks higher, if possible, than its predecessors, as a model of careful research leading to illuminating results. To numismatists it will be especially interest-

ing as an example of the value of comparison of dies; even the most old-fashioned will be forced to admit that the method produces the most surprising results when he reads how such a comparison entirely upsets the generally accepted date for the Alexandrines struck at Ake, and proves the existence of a local era dating from about 347 B.C. Mr. Newell's proof of this is one of the neatest pieces of analysis of the combined evidence of dies and hoards that can be found in the history of numismatics. What the local era exactly commemorated is, is doubtful. Mr. Newell suggests that it is a dynastic era, representing some reign that began in 347 B.C. That may be so, but I am inclined to connect it at the same time with the close of the revolt of the Phoenician cities in combination with Cyprus, which began in 351 B.C. and ended some time in 348. The new era is doubtless associated with the reorganization of Phoenicia which Ochos had to undertake in consequence.

Mr. Newell's investigations reveal many other features of the coinage which must interest the historian. Such is the extraordinary activity of the Sidonian mint in the year 323, before October, in connection with Alexander's expeditions, and the significant cessation of that activity in the next year. Such again is the sudden appearance of a denomination of Rhodian weight in the coinage of 320-319 B.C., the year after the seizure of Phoenicia by Ptolemy, pointing to commercial relations with Rhodes similar to those which made Ptolemy introduce Rhodian drachms into his own Egyptian coinage. Such, finally, is the use made of the Sidonian mint in 316-315 B.C., in connection with Antigonus's invasion of Phoenicia, his capture of Sidon and his employment of that city as his base of operations against Tyre.

It would be a pleasing task to dwell on the many other points of less general interest in Mr. Newell's admirable monograph. Even the minutest of them help to build up the fabric which he is erecting, although in present conditions only the specialist can appreciate their value. That fabric will, when complete, represent an orderly arrangement of the most important coinage of the ancient Greek world, our knowledge of which has hitherto been merely chaotic.

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London.

G. F. HILL.

The Use of Anaphora in the Amplification of a General Truth Illustrated Chiefly from Silver Latin. By Walter Hobart Palmer. Yale University Dissertation. Lancaster, Pa.: The New Era Press (1915). Pp. 82.

Antithesis in the Attic Orators from Antiphon to Isaeus. By John Emory Hollingsworth. University of Chicago Dissertation. Menasha, Wis.: The Collegiate Press (1915). Pp. ix+87.

These dissertations are evidence of the continued interest in the field of ancient rhetoric. Both give evidence of wide reading and painstaking application;

both are somewhat monotonous collections of illustrative examples of the figure studied, but the conclusions drawn or implied are of interest and value.

Anaphora is of extremely frequent occurrence in Greek and Latin poetry and prose. Numerous Greek and Roman rhetoricians define and give examples of it<sup>1</sup>. The Auctor ad Herennium (4.19) thus defines anaphora: Repetitio est, cum continenter ab uno atque eodem verbo in rebus similibus et diversis principia sumuntur<sup>2</sup>.

The object of the figure is correctly stated in rhetorical treatises, ancient and modern, namely, to secure emphasis, to heighten the style, to produce intensity, distinctness, or charm<sup>3</sup>. It is, however, Mr. Palmer's purpose to study the *means* by which the use of the figure imparts to the sentence this emphasis and to show that the amplification of a general truth forms one of the principal purposes for which anaphora is used. The field of study chosen is Silver Latin in general, Tacitus in particular. Examples are drawn also from Pliny the Younger, Seneca's Dialogues, Quintilian's Declamations, Seneca Rhetor, Martial, Florus, and Valerius Maximus.

The main chapter of the dissertation (pages 25-75) is devoted to a Particular Discussion of Anaphora, with the quotation of a large number of examples in which the figure is produced by the repetition (at the beginning of successive phrases or clauses) of (1) Negatives, (2) Pronouns, (3) Adverbs, (4) Adjectives, (5) Verbs, (6) Nouns, (7) Conjunctions, (8) Prepositions. The various cases are classified according to the degree of clearness with which the general truth is suggested to the listener, i.e. whether the general truth is definitely expressed, or implied, or unexpressed, and whether it precedes or follows the analysis.

Anaphora is of extremely frequent occurrence in Silver Latin; in fact, all the figures were extensively used in the writers of this age. The following tabulation shows what forms are most frequently used in anaphora by Tacitus, Pliny, and Seneca. About 400 cases are included from each author:

	Tacitus	Pliny	Seneca
Negatives	133	75	72
Pronouns	113	140	120
Adverbs	39	70	29
Adjectives	29	60	31
Verbs	8	45	28
Nouns	10	11	7
Conjunctions	57	35	87
Prepositions	27	9	13
	416	445	387

<sup>1</sup>These references and definitions are collected in the dissertation of Ludwig Otto, *De Anaphora* (Marburg, 1907). Otto studies occurrences of the figure in Vergil and Ovid.

<sup>2</sup>Compare Puttenham's vivid definition: "Anaphora, or the figure of Re-port, is when we make one word begin, and as they are wont to say, lead the daunce to many verses in suite".

<sup>3</sup>Compare Steele, *Anaphora and Chiasmus in Livy*, *Transactions of the American Philological Association*, 32 (1901), 154-185; B. O. Foster, *ibid.* 40 (1909), 31-62; F. F. Abbott, *University of Chicago Studies*, 1900; H. McN. Potteat, *Repetition in Latin Poetry* (New York, 1912).